

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: BLOOMFIELD	School: Watsessing
Chief School Administrator: SALVATORE GONCALVES	Address: 71 Prospect St.
Chief School Administrator's E-mail: sgoncalves@bloomfield.k12.nj.us	Grade Levels: K-6
Title I Contact: Joanne Decker	Principal: Gina Rosamilia, Ed.D.
Title I Contact E-mail: jdecker@bloomfield.k12.nj.us	Principal's E-mail: grosamilia@bloomfield.k12.nj.us
Title I Contact Phone Number: 973-680-8571 ext: 2011	Principal's Phone Number: 973-680-8570

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_4\_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
ELA Tutoring/Homework Club	#1 and #3	<i>ESEA §1114(b)(1)(B)</i>		\$8500.00
Literacy Nights K-6	#1 and #3	<i>ESEA §1114(b)(1)(B)</i>		\$1523.00
Interventionist	#1 and #3	<i>ESEA §1114(b)(1)(B)</i>		\$49,000.00
Math Nights K-6	#2 and #3	<i>ESEA §1114(b)(1)(B)</i>		\$1523.00
Nutrition/Fitness Academy	#1, #2, and #3	<i>ESEA §1114(b)(1)(B)</i>		\$2000.00

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Gina Rosamilia, Ed.D.	Principal	yes	yes	yes	
Amanda Eineker	Interventionist	yes	yes	yes	
Ben Morse	Parent	yes	yes	yes	
Karen McCauley	Teacher	yes	yes	yes	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
10-15-14	Principal's Office	Title 1 Overview	Yes		Yes	
12-15-14	Principal's Office	Stake Holders meeting	Yes		Yes	
3-4-15	Principal's Office	Needs Assessment	Yes		Yes	
4-13-15	Principal's Office	Program Development	Yes		Yes	
5-18-15	Principal's Office	Program Evaluation	Yes		Yes	

*\*Add rows as necessary.*

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	Watsessing School is dedicated to excellence in education by providing for the development of the whole child, socially, emotionally academically, and physically. The mission of the faculty and staff is to prepare all students within a culturally diverse school to become productive, independent citizens who value lifelong learning.
--	---

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? **Yes**
2. What were the strengths of the implementation process?

**Strengths of the implementation process were meeting student's individual needs and seeing individual student growth particularly in Reading and Writing.**

3. What implementation challenges and barriers did the school encounter?

**Some barriers and/or challenges during the implementation process were: technology and scheduling. Technology issues greatly impacted timelines, schedules, and administration of varied programs. Availability of substitutes for professional development was an issue. Interventionist roles were impacted due to emphasis on new testing.**

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

**Strengths were working with the different stakeholders during each step of the process, use of data (TCA charts, On-Demands, and Renaissance Reports), articulation, and PLCs to enhance programs that were implemented. Weaknesses were time constraints (due increase amount of PD), technology, and lack of consistent parent attendance.**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

**The school communicated programs to stakeholders via Home and School Association meetings, websites, newsletters, Remind 101, Home and School Association's Facebook page, parent/teacher conferences, staff meetings, staff development, and student involvement.**

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

## **SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

**Perceptions of the staff were positive. They enjoyed the use of data-driven instruction which reinforced student achievement. PLCs opened lines of communication to discuss student needs, STAR data, SMART goals and curriculum. Surveys were completed following district in-service days and within the school regarding professional development.**

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

**Parents and community appreciated ongoing communication via the school/district websites, STAR parent letters, parent/teacher conferences, Home and School meetings, Family Game Night, Family Literacy Nights, Take the PARCC Night, after-school tutoring and online report cards. At Home and School meetings, parents were provided with an overview of programs such as AR, AM, Foundations, Rosetta Stone, Reader's/Writer's Workshop, HIB, Cyber-bullying, and access to Parent Portal and Edline.**

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

**The programs were delivered using small group, full class, and individual instruction as needed.**

9. How did the school structure the interventions?

**Interventions were structured using the Interventionist, Special Education teachers, and classroom teachers as daily time was allotted to work with students based on their needs. The use of STAR data, TCAs, On-Demands, and Math Benchmarks, allowed for differentiating groups as well as reassigning groups as needed. After-school ELA tutoring/Homework Club was implemented from January to April.**

10. How frequently did students receive instructional interventions?

**Students received interventions based daily on subject matter, grade level, and need.**

11. What technologies did the school use to support the program?

**Technologies utilized by staff and students were AR, AM, SMART Boards, and in K-2, Leap Frog Explorers and Tag Readers. Ipads and laptops were utilized by the entire school population.**



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

12. Did the technology contribute to the success of the program and, if so, how?

**SMART Boards, Rovers, Ipads, and laptop carts are all technologies that did contribute to the success of the program by providing students access to various technology and interactive programs.**

*\*Provide a separate response for each question.*

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	17	TBA	AR, ELA tutoring, STAR Reading, Reader's/Writer's Workshop	AR – of students grades 2-6 averaged at least an 85% on quizzes ELA Tutoring – Increase in student participation TCA – 95% of student population increased at least 2 levels STAR Reading – Grade level average scale score increase +103
Grade 5	18	TBA	AR, ELA tutoring, STAR Reading, Reader's/Writer's Workshop	AR – of students grades 2-6 averaged at least an 85% on quizzes ELA Tutoring – Increase in student participation TCA – 95% of student population increased at least 2 levels STAR Reading – Grade level average scale score increase +103
Grade 6	23	TBA	AR, ELA tutoring, STAR Reading, Reader's/Writer's Workshop	AR – of students grades 2-6 averaged at least an 85% on quizzes ELA Tutoring – Increase in student participation TCA – 95% of student population increased at least 2 levels STAR Reading – Grade level average scale score increase +103
Grade 7				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	11	TBA	STAR Math, Conquer Math, Study Island	STAR Math – Grade level average scale score increase +75 Benchmark tests – 90% growth
Grade 5	11	TBA	STAR Math, Conquer Math, Study Island	STAR Math – Grade level average scale score increase +75 Benchmark tests - 95% showed growth
Grade 6	16	TBA	STAR Math, Conquer Math, Study Island	STAR Math – Grade level average scale score increase +75 Benchmark tests - 95% showed growth
Grade 7				
Grade 8				
Grade 11				
Grade 12				

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	26	8	Foundations, Guided Reading, Reader's/Writer's Workshop, TCA, Classroom Library	Early Literature - Grade level average scale score increase + 151 TCA – 95% of student population increased at least 2 levels

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Grade 1	18	26	Fundations, Guided Reading, Reader's/Writer's Workshop, TCA, Classroom Library	Early Literature - Grade level average scale score increase + 151 STAR Reading – Grade level average scale score increase +103 TCA – 95% of student population increased at least 2 levels
Grade 2	10	25	Fundations, Guided Reading, Reader's/Writer's Workshop, TCA, Classroom Library	STAR Reading – Grade level average scale score increase +103 TCA – 95% of student population increased at least 2 levels

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	14	33	STAR Math	STAR Math – Grade level average scale score increase +75
Grade 2	14	27	STAR Math	STAR Math – Grade level average scale score increase +75
Grade 9				
Grade 10				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### *Interventions to Increase Student Achievement* – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Co-teaching/ Inclusion Model	YES	Scores from STAR Testing, NJASK, I&RS, IEP Goals and Objectives, TCA	STAR Reading – Grades 1 – 6 average scale score increase +103 TCA – 95% of student population increased at least 2 levels
Math	Students with Disabilities	Co-teaching/ Inclusion Model	YES	Scores from STAR Testing, NJASK, IEP Goals and Objectives, Benchmarks (5-6)	STAR Math – Grades 1 – 6 average scale score increase +75
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Inclusion Model, ELL After School Tutoring Grades K-2, Bi Lingual Teacher, ESL program, H/W Club	YES	Scores from STAR Testing, NJASK, TCA, On-demands, WIDA	STAR Reading – Grades 1 – 6 average scale score increase +103 TCA – 95% of student population increased at least 2 levels
Math	ELLs	Inclusion Model, Bi Lingual Teacher, ESL program, H/W Club	YES	Scores from STAR Testing, NJASK	STAR Math – Grades 1 – 6 average scale score increase +75
ELA	Economically Disadvantaged	Accelerated Reader Guided Reading*	YES	Scores from STAR Testing, NJASK, TCA, On-demands	STAR Reading – Grades 1 – 6 average scale score increase +103

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		STAR Reading Reader's/Writer's Workshop TCA Scholastic Leveled Library Literacy Interventionist			TCA – 95% of student population increased at least 2 levels
Math	Economically Disadvantaged	Accelerated Math Math Facts in Flash STAR Math Assessments	YES	Scores from STAR Testing, NJASK	STAR Math – Grades 1 – 6 average scale score increase +75
ELA					
Math					

### Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Family Literacy Night After School ELATutoring (3-6) or Homework Club (K-2)	YES	Scores from STAR Testing, NJASK, Sign in Sheets (on file)	STAR Reading – Grades 1 – 6 average scale score increase +103 TCA – 95% of student population increased at

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					least 2 levels
Math	Students with Disabilities	Family Game Night After School Homework Club (K-2) AM	YES	Scores from STAR Testing, NJASK, Sign in Sheets (on file)	STAR Math – Grades 1 – 6 average scale score increase +75
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Family Literacy Night After School ELATutoring (3-6) or Homework Club (K-2)	YES	Scores from STAR Testing, NJASK, Sign in Sheets (on file)	STAR Reading – Grades 1 – 6 average scale score increase +103 TCA – 95% of student population increased at least 2 levels
Math	ELLs	Family Game Night After School Homework Club (K-2) AM	YES	Scores from STAR Testing, NJASK, Sign in Sheets (on file)	STAR Math – Grades 1 – 6 average scale score increase +75
ELA	Economically Disadvantaged	Family Literacy Night After School ELA Tutoring (3-6) or Homework Club (K-2)	YES	Scores from STAR Testing, NJASK, Sign in Sheets (on file)	STAR Reading – Grades 1 – 6 average scale score increase +103 TCA – 95% of student population increased at least 2 levels
Math	Economically Disadvantaged	Family Game Night After School Homework Club (K-2)	YES	Scores from STAR Testing, NJASK, Sign in Sheets (on file)	STAR Math – Grades 1 – 6 average scale score increase +75

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

### Evaluation of 2014-2015 Interventions and Strategies

#### *Professional Development* – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	AR 360, AR, Reader's/Writer's Workshop, Balanced Literacy	YES	Scores from STAR Testing, NJASK, Sign in Sheets (on file)	STAR Reading – Grades 1 – 6 average scale score increase +103 TCA – 95% of student population increased at least 2 levels
Math	Students with Disabilities	Conquer Math	YES	Scores from STAR Testing, NJASK, Sign in Sheets (on file)	STAR Math – Grades 1 – 6 average scale score increase +75
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	AR 360, AR, Reader's/Writer's Workshop, Balanced Literacy, Bi-Lingual	YES	Scores from STAR Testing, NJASK	STAR Reading – Grades 1 – 6 average scale score increase +103

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Teachers, ESL program			
Math	ELLs	AM	YES	Scores from STAR Testing, NJASK	STAR Math – Grades 1 – 6 average scale score increase +75
ELA	Economically Disadvantaged	AR 360, AR, Reader's/Writer's Workshop, Balanced Literacy	YES	Scores from STAR Testing, NJASK	STAR Reading – Grades 1 – 6 average scale score increase +103
Math	Economically Disadvantaged	AM	YES	Scores from STAR Testing, NJASK	STAR Math – Grades 1 – 6 average scale score increase +75
ELA					
Math					

### *Family and Community Engagement Implemented in 2014-2015*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Family Literacy Night, Take the PARCC Night, Family Game Night, Home and School Meetings, Back to School Night, Parent/Teacher Conferences,	YES	Sign-in Sheets 10% of families attend Home and School Meetings 22 students and their families participated in Family Literacy/Game Night	TCA – 95% of student population increased at least 2 levels STAR Reading – Grades 1 – 6 average scale score increase +103



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Scholastic Family Book Night		19 students and their families participated in Take the PARCC Night	
Math	Students with Disabilities	Take the PARCC Night, Family Game Night, Home and School Meetings, Back to School Night, Parent/Teacher Conferences,	YES	Sign-in Sheets 10% of families attend Home and School Meetings 22 students and their families participated in Family Literacy/Game Night 19 students and their families participated in Take the PARCC Night	STAR Math – Grades 1 – 6 average scale score increase +75
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Family Literacy Night, Take the PARCC Night, Family Game Night, Home and School Meetings, Back to School Night, Parent/Teacher Conferences, Scholastic Family Book Night, Teacher Web	YES	Sign in sheets/ Attendance Sheets 10% of families attend Home and School Meetings 22 students and their families participated in Family Literacy/Game Night 19 students and their	TCA – 95% of student population increased at least 2 levels STAR Reading – Grades 1 – 6 average scale score increase +103

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		pages		families participated in Take the PARCC Night	
Math	ELLs	Take the PARCC Night, Family Game Night, Home and School Meetings, Back to School Night, Parent/Teacher Conferences, Teacher Web pages	YES	Sign in sheets/ Attendance Sheets 10% of families attend Home and School Meetings 22 students and their families participated in Family Literacy/Game Night 19 students and their families participated in Take the PARCC Night	STAR Math – Grades 1 – 6 average scale score increase +75
ELA	Economically Disadvantaged	Family Literacy Night, Take the PARCC Night, Family Game Night, Home and School Meetings, Back to School Night, Parent/Teacher Conferences, Scholastic Family Book Night, Teacher Web pages	YES	Sign in sheets/ Attendance Sheets 10% of families attend Home and School Meetings 22 students and their families participated in Family Literacy/Game Night 19 students and their families participated in Take the PARCC Night	TCA – 95% of student population increased at least 2 levels STAR Reading – Grades 1 – 6 average scale score increase +103
Math	Economically Disadvantaged	Take the PARCC Night, Family Game Night, Home and School	YES	Sign in sheets/ Attendance Sheets 10% of families attend	STAR Math – Grades 1 – 6 average scale score increase +75

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Meetings, Back to School Night, Parent/Teacher Conferences, Teacher Web pages		Home and School Meetings 22 students and their families participated in Family Literacy/Game Night 19 students and their families participated in Take the PARCC Night	
ELA					
Math					

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK, STAR, Reading Journals or Notebooks, report cards, TCA data chart and wall	Overall results of the STAR Reading Assessments showed an average increase of 103 scale score points 100% growth for ELA on NJASK
Academic Achievement - Writing	On-Demands, Writing Notebook	Overall on-demand writing scores increased an average of 2 scale score points
Academic Achievement - Mathematics	NJASK, STAR, Math Connects and Connected Math Chapter/Unit tests, Benchmarks (5-6)	Overall results of the STAR Math Assessments showed an average increase of 75 scale score points
Family and Community Engagement	Family Literacy/Game Nights, HASA, Take the PARCC Night, and Back to School Night	22 students and their families participated in Family Literacy/Game Night 19 students and their families participated in Take the PARCC Night 10% of the parents attended Home and School Meetings 70% of parents attended Back to School Night
Professional Development	1. Reader's Workshop Balanced Literacy Writer's Workshop  2. Articulation  3. PLC's	1. The district had specialist model in class Reader's Workshop for all lab teachers grades K-6, District wide In-Services focused on Writer's Workshop, teachers grades K-6 received Balanced literacy training from a consultant  2. District wide grade level meetings took place to discuss curriculum  3. Teachers met with grade level partners to discuss curriculum planning for their classroom, student needs, and STAR data.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<p>4. Training for AR 360</p> <p>5. Teacher's College Assessment</p> <p>6. Conquer Math</p>	<p>4. Teachers received training to learn how to implement Accelerated Reader 360 within their classrooms as well as how to use the results to monitor progress and guide math instruction.</p> <p>5. Grades K- 6 classroom teachers were trained in implementing TCAs to assess students reading levels and fluency</p> <p>6. Grade 6 math teachers received training for Conquer Math</p>
Leadership	Leadership in our building has allowed for a renewed look at existing practices that are in need revision and analysis	<p>We have common planning times, articulation meetings with administrator including with other disciplines Interventional Specialists, ESL, and Special Education. We have also created a systematic approach in recording and monitoring individual student growth and progress.</p> <p>Leadership is visible and accessible, such as daily classroom visits</p>
School Climate and Culture	Teacher Observation, Parent Interviews	Parent Involvement, Teacher retention
School-Based Youth Services		
Students with Disabilities	Inclusion Program	<p>Full inclusion model used in most grades where appropriate</p> <p>Students were placed into an RTI /FLEX group when appropriate for extra instruction. Individual STAR results can be referred to.</p>
Homeless Students		
Migrant Students		
English Language Learners	In class support, Bi-Lingual Teacher, English Language Learner Teacher	<p>Number of students who exited the program May 2014 = 3</p> <p>TCA – 95% of student population increased at least 2 levels</p> <p>STAR Reading – Grades 1 – 6 average scale score increase +103</p>
Economically Disadvantaged	<p>Free and reduced breakfast and lunch programs</p> <p>STAR scores, TCA data, On-demands, ELA tutoring/Homework</p>	<p>Number of students on average who come for breakfast daily = 25</p> <p>70% free or reduced lunch</p> <p>TCA – 95% of student population increased at least 2 levels</p>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Club NJASK growth reports	STAR Reading – Grades 1 – 6 average scale score increase +103  100% growth for all learners

### 2015-2016 Comprehensive Needs Assessment Process\* *Narrative*

1. What process did the school use to conduct its needs assessment?

**As a faculty we began to analyze classroom and grade level data, as well as scores from 2014 NJASK. Teachers continued to articulate with each other and the school community to begin looking at the needs of individual students through data analysis.**

2. What process did the school used to collect and compile data for student subgroups?

**Method consisted of charted NJ ASK score sheets provided by the state and STAR Assessments both completed by classroom teachers mapping individual progress in the area of Mathematics and Language Arts. Teacher College Assessment charts collected and updated three times a year.**

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? <sup>1</sup>

**The measures were considered reliable because the assessment was consistently provided to all students in individual classroom settings under the same conditions. The measure appears to be valid with each student correctly named on the**

---

<sup>1</sup> Definitions taken from Understanding Research Methods” by Mildred Patten  
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

instrument used to conduct the assessment, the adopted math and language arts curriculum. All the students at each and every grade level received the same standardized test and same curriculum benchmark assessment.

4. What did the data analysis reveal regarding classroom instruction?

**Too many variables are responsible for not meeting AYP.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

**More professional development is needed with Balanced Literacy, Reader's/Writer's Workshop, and Connected Math along with new resources.**

6. How does the school identify its educationally at-risk students in a timely manner?

**Teachers use STAR assessments, NJ ASK scores, on-demand writing samples, TCA, InView, teacher observations, student work samples, and report cards.**

7. How does the school provide effective assistance to its educationally at-risk students?

**Small group instruction in the form of flexible grouping provides assistance to educationally at-risk students. Teachers can refer students to I & RS as well.**

8. How does the school address the needs of its migrant students? **Not applicable**

9. How does the school address the needs of its homeless students? **Not applicable**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

**During common planning, PLC's, and grade level meeting provided by our Principal through block scheduling. Teachers dialogued and discussed classroom concerns, along with solutions and supports for students identified as being 'at risk'. Teachers also shared program strategies tips, as well as program pacing information as a process of mapping the curriculum**

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

**so that all students are exposed to the curriculum that align with the standards. Teachers met and presented at staff meetings regarding strategies and activities for new district initiatives.**

11. How does the school help its students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

**Orientations are provided for all students entering kindergarten from preschool and for students entering the middle school from the elementary schools. Key club students come to assist teachers and students with remediation as well as high school students come to talk to the students how to be successful at the next level.**

12. How did the school select the priority problems and root causes for the 2014 - 2015 school wide plan?

**NJ ASK scores, STAR scores, TCA data, teacher input, and report cards were analyzed, as well as, parent involvement from the 2013-2014 school year.**

***\*Provide a separate response for each question.***



## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts Literacy	Math
Describe the priority problem using at least two data sources	TCA STAR On-Demand Writing	STAR Benchmark Assessments
Describe the root causes of the problem	Non English speaking parents, lack of student motivation, lack of parental involvement in educational process, lack of technology, lack of readiness skills	Non English speaking parents, lack of student motivation to complete assignments, lack of parental involvement in educational process, lack of concrete mathematical skills, lack of reading comprehension skills needed to understand the mathematical problems to be solved.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Accelerated Reader STAR Reading Assessments Guided Reading ELA Tutoring Scholastic Book Room Balanced Literacy Approach Leveled Literacy Intervention Reader's/Writer's Workshop 6 Traits Study Island Classroom Leveled Libraries	Accelerated Math STAR Math Assessments Connected Math and Math Connects Assessment program Study Island Class Assignments Benchmark assessments Homework Club

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

How does the intervention align with the Common Core State Standards?	Meets various standards of the ELA Common Core	Meets various standards of the Math Common Core
---	--	---

### 2015-2016 Comprehensive Needs Assessment Process

#### *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Closing the Achievement Gap	
Describe the priority problem using at least two data sources	There is a gap in learning between economically disadvantaged and minority students and peers within the district. NJASK Scores and STAR results	
Describe the root causes of the problem	Lack of real world knowledge at relate to learning, lack of parental involvement, lack of student motivation to complete assignments	
Subgroups or populations addressed	ALL	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Scholastic Leveled Library Content and Non Fiction AR Family Literacy Night/ Game Night Use other subject areas to practice reading Differentiating instruction Reader's/ Writer's Workshop Guided Reading Treasures Reading Program After school ELA tutoring/Homework Club Real World Problem Solving activities in Math Connects and Connected Math	

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

	PARCC Party Interventionist	
How does the intervention align with the Common Core State Standards?	Programs and strategies used all align with CCCS	

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Accelerated Reader DRA Guided Reading Wilson STAR Reading 6 Traits Writing Scholastic Leveled Library Reader's/ Writer's Workshop* Teacher College Assessments Balanced Literacy Co- Teaching Inclusion Model Leveled Literacy Intervention	Principal and Grade levels involved	Scores from STAR Program, PARCC, TCA, On-Demand	Renaissance Learning, Gay Su Pinnell and Irene C. Fountas: <u><a href="#">Guiding Readers and Writers</a></u> Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas TCA : <u><a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a></u> Implemented by Special Education Department of district  Lucy Calkins <u><a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a></u>
Math	Students with Disabilities	STAR Math Assessments Scholastic Leveled Library Co- Teaching Inclusion Model	Principal and Grade levels involved	Scores from STAR Program, PARCC	Renaissance Learning Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas Implemented by Special Education Department of district

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Accelerated Reader Guided Reading STAR Reading 6 Traits Writing Scholastic Leveled Library WIDA Reader's/Writer's Workshop* Teacher College Assessments Balanced Literacy Co- Teaching Inclusion Model Bi-Lingual Teacher*	Principal and Grade levels involved	Scores from STAR Program, WIDA, PARCC, TCA, On-Demand	Renaissance Learning, Gay Su Pinnell and Irene C. Fountas: <u>Guiding Readers and Writers</u>  Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas  TCA : <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a>  Lucy Calkins <a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a>
Math	ELLs	STAR Math Assessments Connected Math Scholastic Leveled Library Co- Teaching Inclusion Model	Principal and Grade levels involved	Scores from STAR Program, NJASK	Renaissance Learning Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas Conquer math

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ELA	Economically Disadvantaged	Accelerated Reader Guided Reading STAR Reading 6 Traits Writing Scholastic Leveled Library Reader's/Writer's Workshop* Teacher College Assessments Balanced Literacy Co- Teaching Inclusion Model Bi-Lingual Teacher*	Principal and Grade levels involved	Scores from STAR Program, , PARCC, TCA, On-Demand	Renaissance Learning, Gay Su Pinnell and Irene C. Fountas: <u>Guiding Readers and Writers</u>  Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas  TCA : <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a>  Lucy Calkins <a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a>
Math	Economically Disadvantaged	Connected Math STAR Math Assessments Scholastic Leveled Library	Principal and Grade levels involved	Scores from STAR Program, PARCC	Renaissance Learning Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas Conquer Math
ELA					
Math					

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

*ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	ELA Tutoring, Family Literacy night	Principal and school Staff	STAR, TCA, Study Island	<a href="http://www.studyisland.com">www.studyisland.com</a> Renaissance Learning, TCA : <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a> Lucy Calkins <a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a>
Math	Students with Disabilities	Family Game Night	Principal and school Staff	STAR, Benchmarks, Study Island	Renaissance Learning Conquer math <a href="http://www.studyisland.com">www.studyisland.com</a>
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	ELA Tutoring, ELL Tutoring (K-2), Family Literacy night	Principal and school Staff	STAR, TCA, Study Island	<a href="http://www.studyisland.com">www.studyisland.com</a> Renaissance Learning, TCA : <a href="http://readingandwritingproject.com/about/">http://readingandwritingproject.com/about/</a>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					overview.html Lucy Calkins <a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a>
Math	ELLs	Family Game Night, ELL Tutoring K-2	Principal and school Staff	STAR, Benchmarks, Study Island	Renaissance Learning Conquer math <a href="http://www.studyisland.com">www.studyisland.com</a>
ELA	Economically Disadvantaged	ELA Tutoring, Family Literacy night	Principal and school Staff	STAR, TCA, Study Island	<a href="http://www.studyisland.com">www.studyisland.com</a> Renaissance Learning, TCA : <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a> Lucy Calkins <a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a>
Math	Economically Disadvantaged	Family Game Night	Principal and school Staff	STAR, Benchmarks, Study Island	Renaissance Learning Conquer math <a href="http://www.studyisland.com">www.studyisland.com</a>
ELA					
Math					

*\*Use an asterisk to denote new programs.*



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Reader's/Writer's Workshop, Balanced Literacy, TCA, AR 360	District and School Staff	STAR scores, TCA	Renaissance Learning, TCA : <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a> Lucy Calkins <a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a>
Math	Students with Disabilities	Connected Math	District and School Staff	STAR scores, Benchmark scores	Renaissance Learning Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas Conquer math
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Reader's/Writer's Workshop, Balanced Literacy, TCA, AR 360	District and School Staff	STAR scores, TCA	Renaissance Learning, TCA : <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a> Lucy Calkins <a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D)** In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Connected Math	District and School Staff	STAR scores, Benchmark scores	Renaissance Learning Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas Conquer math
ELA	Economically Disadvantaged	Reader's/Writer's Workshop, Balanced Literacy, TCA, AR 360	District and School Staff	STAR scores, TCA	Renaissance Learning, TCA : <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a> Lucy Calkins <a href="http://www.unitsofstudy.com/home.asp">http://www.unitsofstudy.com/home.asp</a>
Math	Economically Disadvantaged	Connected Math	District and School Staff	STAR scores, Benchmark scores	Renaissance Learning Scholastic Company in conjunction with Gay Su Pinnell and Irene C. Fountas Conquer math
ELA					
Math					

*\*Use an asterisk to denote new programs.*

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

**(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)**

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

**N/A**

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Family Nights, Home and School Association, Back to School Night and Open House, Parent/Teacher Conferences, Parent Portal / Edline	Principal and Teachers Tech Department	Parent Participation and involvement	Association for Supervision and Curriculum Development (ASCD) <a href="http://www.ascd.org">www.ascd.org</a> National Coalition for Parent Involvement in Education (NCPIE) <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	Students with Disabilities	Family Nights, Home and School Association, Back to School Night and Open House, Parent/Teacher Conferences, Parent Portal / Edline	Principal and Teachers Tech Department	Parent Participation and involvement	Association for Supervision and Curriculum Development (ASCD) <a href="http://www.ascd.org">www.ascd.org</a> National Coalition for Parent Involvement in Education (NCPIE) <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Family Nights, Home and School Association, Back to School Night and Open House, Parent/Teacher Conferences, Parent Portal / Edline	Principal and Teachers Tech. Department	Parent Participation and involvement	Association for Supervision and Curriculum Development (ASCD) <a href="http://www.ascd.org">www.ascd.org</a>  National Coalition for Parent Involvement in Education (NCPIE) <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	ELLs	Family Nights, Home and School Association, Back to School Night and Open House, Parent/Teacher Conferences, Parent Portal / Edline	Principal and Teachers Tech. Department	Parent Participation and involvement	Association for Supervision and Curriculum Development (ASCD) <a href="http://www.ascd.org">www.ascd.org</a>  National Coalition for Parent Involvement in Education (NCPIE) <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
ELA	Economically Disadvantaged	Family Nights, Home and School Association, Back to School Night and Open House, Parent/Teacher Conferences, Parent Portal / Edline	Principal and Teachers Tech. Department	Parent Participation and involvement	Association for Supervision and Curriculum Development (ASCD) <a href="http://www.ascd.org">www.ascd.org</a>  National Coalition for Parent Involvement in Education (NCPIE) <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	Economically Disadvantaged	Family Nights, Home and School Association, Back to School Night and Open House, Parent/Teacher Conferences, Parent Portal / Edline	Principal and Teachers Tech. Department	Parent Participation and involvement	Association for Supervision and Curriculum Development (ASCD) <a href="http://www.ascd.org">www.ascd.org</a>  National Coalition for Parent Involvement in Education (NCPIE) <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

*\*Use an asterisk to denote new programs.*

### 2015-2016 Family and Community Engagement Narrative

- How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

**Parent involvement is a major contributor to a student's success in school. By providing opportunities for parents to learn about their child's curriculum and school happenings will aid in communication between the child and parent regarding school. Providing opportunities for parents to attend programs at night increases their involvement since many of them work during the day.**

- How will the school engage parents in the development of the written parent involvement policy?

**The district provides the policy.**

- How will the school distribute its written parent involvement policy?

**The policy is printed in the district calendar and is distributed to all families in the district.**

- How will the school engage parents in the development of the school-parent compact?

**The district has a committee that annually reviews the compact and a parent representative is on the committee.**

- How will the school ensure that parents receive and review the school-parent compact?

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

**Students, parents and teachers sign them at parent/teacher conferences.**

- 6. How will the school report its student achievement data to families and the community?**

**Student achievement is reported to the public at the Board of Education meeting through presentations, on the district school websites, at BTSN during classroom discussions, Renaissance Parent portal, and also via the “School Report Card” which can be obtained online. In addition, standardized state test scores are mailed directly to the home.**

- 7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?**

- 8. How will the school inform families and the community of the school’s disaggregated assessment results?**

**At parent/teacher conferences, teachers will review standardized test results from the previous spring with attending parents on an individual basis.**

- 9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

**Our parent representative sat on our committee, and at Home and School meetings, parents were informed about the process and afforded opportunities to contribute.**

- 10. How will the school inform families about the academic achievement of their child/children?**

**Parents have the opportunity to utilize the parent portal on the district website and through Renaissance as well as during parent/teacher conferences.**

- 11. On what specific strategies will the school use its 2015-2016 parent involvement funds?**

**We would like to use the funds for Family Literacy Nights and to continue the Family Math.**

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	40	New Teacher Orientation District mentors' certification is closely aligned to the novice teacher certification Professional Development through MSUNER Observation exchange opportunities—Observe mentor coach teach, be observed by mentor coach
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	8	3 levels of hire that offers substantial salary increase at third step Paraprofessionals can opt for training and professional development opportunities
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.



## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

<b>Description of strategies to attract highly-qualified teachers to high-need schools</b>	<b>Individuals Responsible</b>
Professional development opportunities Tuition reimbursement Professional Days allow staff to be away from regular assignment Attendance at Job Fairs to highlight positive aspects of the district; promote job opportunities	Central Office Administrators, Director of Personnel